

PARTICIPATION RATE DATA HANDBOOK

Count Date: March 30, 2015

Due: April 20, 2015



Last Updated: March 25, 2015

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Instructions

The purpose of this collection is to assist in the calculation of the Alaska School Performance Index (ASPI) and associated star ratings for schools and Annual Measurable Objectives (AMO) for schools and districts, as well as to perform demographic checks and the calculate student test participation.

This submission is a student-level data file that includes all students enrolled in a district on the first day of testing. It is required to include all students in grades kindergarten through 12th grade in this data collection. (Please see pages 7 and 8 of this document for more information.) This year, the first day of testing is March 30, 2015. The detail requested in this file allows for disaggregation of student subgroups.

1. Districts must submit a complete set of data elements as defined in this data dictionary for each student that was enrolled on March 30, 2015, through the State Report Manager (SRM) at <https://srm.eed.state.ak.us/srm>.

To accommodate the different computer systems in Alaska and to facilitate data reporting, districts have two file format options for reporting data:

- Tab-delimited (.TXT) or zipped tab-delimited
- Comma-separated (.CSV) or zipped CSV

For further instructions on submitting through SRM, please see Appendix F. Additionally, the Department of Education and Early Development (EED) is providing a test environment for SRM at <https://srmtest.eed.state.ak.us/srm>. If your district is unable to submit the file using SRM contact Heather Kahklen at heather.kahklen@alaska.gov or (907) 465-8724 for assistance.

Note: Successful submission requires utilization of exact field names in the header. A copy of the field names is located within Appendix E. In addition, an excel file containing the header field names may be downloaded on the Department of Education and Early Development (EED) website at <http://www.eed.state.ak.us/forms/home.cfm>.

2. After the completed data file is submitted, you will immediately receive a validation summary report that lists errors that need to be corrected and warnings where verification is needed.
3. Make corrections in the original file. Please see Appendix G for a list of validation rules and error message details.
4. Re-submit corrections through SRM. Repeat steps 1-3 until data are free of errors.
5. Certify/verify data are accurate through SRM.

4 AAC 07.060(a)(7) states that the Alaska Student Identification Number (AKSID) must appear in each electronic record containing student-level information that is reported to the department.

Please see Appendix A to view the specific regulation.

Note: When a file is created using the Comma Separated Values format (CSV) and data fields contain commas, the integrity of the exchange file will be compromised.

A program uploading a CSV file interprets each comma as a field delimiter within each record and expects each record to contain the same number of commas. When a data field contains a comma, as in “Smith, JR.” the import program considers the comma between “Smith” and “Jr.” as the demarcation of a new field. The solution is to strip-out all commas at the same time the file is created. An alternative is to use tabs instead of commas as field delimiters.

Changes for Spring 2015

New Elements

What had previously been split into four elements, the Alternate Assessment will now be a single data element covering all subject areas. A student is either an Alternate Assessment student or not:

Alternate Assessment

A "Yes" for any student that has been identified as participating in the alternate assessment for English Language Arts or Math in grades 3 through 10 or has been identified to participate in the alternate assessment for Science in grades 4, 8, and 10.

<u>Code</u>	<u>Description</u>
Y	Yes, this student is an alternate assessment student.
N	No, this student is not an alternate assessment student.

Previously, we asked districts to allow for separate elements in reading and writing. This year reading and writing will be combined into one subject, English Language Arts. Districts identify first-year immigrant students to be excluded from English Language Arts participation and performance. In addition, FYI (First Year Immigrant) will now be known as Recently Arrived-LEP (RA-LEP). These four fields have been condensed into two:

Recently Arrived – LEP (RA-LEP) – Exclude from English Language Arts Participation

To be included the student must be a first-year immigrant student and must qualify as an LEP pupil under 4 AAC 34.090(2). Student must take the English Language Proficiency assessment. There should be an L1 or LP in the LEP Column.

Recently Arrived – LEP (RA-LEP) – Exclude from English Language Arts Performance

To be included the student must be a first-year immigrant student and must qualify as an LEP pupil under 4 AAC 34.090(2). There should be an L1 or LP in the LEP Column.

We will be asking districts to identify whether a student is greater than 0.25 FTE (full time equivalent).

FTE (full-time equivalent) > 0.25; Y or N.

We will be asking districts to identify students who have a parent/guardian on active duty.

Active Duty parent/guardian; Y or N.

New State Report Manager (SRM) System Validation Rules

Grade Not Served by School - The grade level of the student must be within the grades served by the school if the student is not special education.

Student can only be FAY School = Y; if Oct 1 = Y in Fall OASIS of the same school year

Student can only be FAY District = Y; if Oct 1 = Y in Fall OASIS of the same school year

Alternate Assessment - must be Y or N (incorporates all subject areas)

Alternate Assessment - English Language Arts and Math Required for Grades 03-10; Science for Grades 04, 08 and 10

Alternate Assessment - Student with "Y" - must also be flagged as Disabled (coded 02-14)

FTE (full-time enrollment) > 0.25; Y or N

Recently Arrived LEP - Exclude English Language Arts Participation is Invalid (RA_LEP_ExELAPart)

Recently Arrived LEP - Exclude English Language Arts Performance is Invalid (RA_LEP_ExELAPerf)

Recently Arrived LEP - Exclude Math Performance is Invalid (RA_LEP_ExMaPerf)

Recently Arrived LEP - Exclude English Language Arts Participation Required for Grades 03-10; Y or N

Recently Arrived LEP - Exclude English Language Arts Performance Required for Grades 03-10; Y or N

Recently Arrived LEP - Exclude Math Performance Required for Grades 03-10; Y or N

If a student is excluded from participation or performance in English Language Arts or performance in Math, there should be an L1 or LP in the LEP column

ATI Not Valid for English Language Arts Teacher

ATI Missing for English Language Arts Teacher

English Language Arts Teacher Certificate Not Valid or Current

English Language Arts Teacher not reported in last Staffing Collection

Active Duty Parent/Guardian is invalid.

Active Duty Parent/Guardian is required for all Grades.

Mismatch with Migrant Student database.

Clarifications

Per 4 AAC 06.737 (Standards-based test), all students in grades 3 through 10 who are enrolled in a district will be administered the AMP or Alternate Assessment test.

- All students who are enrolled on March 30, 2015 must be reported in this data collection.
- All students who are enrolled on March 30, 2015, are considered for the calculation of the participation rate.
- Participants are students that receive at least one valid score out of any of the two required subjects (English Language Arts and Mathematics) for each exam.
- Only the students who are considered to be enrolled for Full Academic Year (FAY) will be considered for the performance levels reported in the calculation of Annual Measurable Objectives (AMO). FAY = continuously enrolled between 10/01/14 and 03/30/15.
- Students that are eligible and/or participate in the alternate assessments will be included in the participation rate and AMO calculations, and should be included in this data collection.
- Do not include students with disabilities who are parentally placed in a private school. Since these students only receive special education services through the public school (basic educational services are provided by the private school), they should not be assessed on AMP and should not be included in the Participation Rate file. Private school students are not eligible to participate in AMP or Alternate Assessment.
- Please verify your data to ensure the student records reported in this file match at the individual level to the information coded in the test materials. This will ensure the Participation Rate file matches your performance-level file. The performance-level data used by EED come from our test vendors. **Any discrepancies between the Participation Rate file and the test vendor's data file will be resolved by using the data from the Participation Rate file.**
- Please use one of the following generic Alaska Teacher Identifiers (ATI) for those select situations when a student does not have a teacher of record in any one of the three subject areas:
 - Please use ATI 13333 when a student with an FTE greater than 0.25 does not have a teacher of record in any one of the three subject areas.
 - Please use ATI 10111 when a student with an FTE of 0.25 does not have a teacher of record in any one of the three subject areas.
- A district may, on a case-by-case basis, exempt an individual student from a state assessment described in 4 AAC 06.737 if an **unexpected severe medical condition** prevents the student from participating in the administration of the assessment. The student **will not be included** as part of measures of school and district accountability under 4 AAC 06.800 – 4 AAC 06.899, including measurements of participation and graduation rates, attainment of an annual

measurable objective, and inclusion in the Alaska school performance index. The district shall retain documentation regarding the exemption, including medical records of the condition, with the student's permanent record and provide it to the department upon request. [4 AAC 06.820(g), emphasis added]

- Per federal guidance all Migrant students are categorically eligible for Free/Reduced Lunch.
- Any student that participated in a statewide assessment in the previous year cannot be identified as a Recently Arrived – LEP (RA-LEP), formally known as FYI (First Year Immigrant).
- The LEP student codes are defined for all data collections. **For the Participation Rate file, the code LT would not be used as the student results from the ELP assessment are not yet available.** Students who are coded as LP for the Participation Rate file may be changed to LT for the Summer OASIS data collection if results from the ELP assessment show that the student is proficient in English.
- Information collected for KG – 2 and 11 - 12 students is not used in conjunction with ASPI or AMO but will serve as the basis for the calculation of the enrollment ratio for ASPI.

Information on the State Fiscal Stabilization Fund:

The State Fiscal Stabilization Fund (SFSF or Stabilization) program provides grant monies to states to help stabilize state and local budgets in order to minimize and avoid reductions in education and other essential services in exchange for a state's commitment to advance essential education reform in key areas. The collection of this information will assist in:

- Adopting rigorous college and career-ready standards and high-quality assessments;
- Establishing data systems and using data for improvement;
- Increasing teacher effectiveness and equitable distribution of effective teachers;
- Turning around the lowest-performing schools; and
- Improving results for all students, including early learning, extended learning time, use of technology, preparation for college, and school modernization.

Additional Clarifications/Notes:

Inclusion of information for kindergarten through 2nd grade students, as well as 11th and 12th grade students, is required for the calculation the Alaska School Performance Index (ASPI). When calculating ASPI, schools receive a score for their K-8 performance and their 9-12 performance. For a school that serves students in both of these groupings, K-8 and 9-12 scores must be weighted by total enrollment in K-8 and 9-12.

In 2014, we meet the intent of 4 AAC 06.812(b)(3), which states:

For schools with students in a combination of grades kindergarten through 12, the factors and weighting under (1) and (2) of the subsection, applied proportionally to the percentage of students enrolled in each grade span in the school as reported on the first day of testing under 4 AAC 06.737.

American Indian and Alaska Native will be combined and reported as one category (Alaska Native and American Indian) and Asian and Pacific Islander will be combined and reported as one category (Asian and Pacific Islander).

Data Elements

(New text in green)

Status	Element Number	Element Description
REQUIRED	1	Alaska Student Identification Number Student's unique Alaska Student Identification Number. No student data will be accepted without a valid ID number. <div> <u>Example</u> <u>Description</u> 999999 Leading zeros are no longer required but are acceptable. </div>
OPTIONAL	2	District Student Identification Number Unique student identifier the school district uses internally to identify individual students. Note: This number is not to be confused with the Alaska Student Identification Number.
REQUIRED	3	Student Name – Last Student's last name
REQUIRED	4	Student Name – First Student's first name
OPTIONAL	5	Student Name – Middle (or Middle Initial) Student's middle name or initial Note: Do not include Jr., Sr., II, III, etc. or commas. If you do, the Student ID System will not match and will result in an error message being generated in Edit Report.
OPTIONAL	6	Name Suffix An appendage, if any, used to denote a student's generation in his family (e.g., Jr., Sr., II, III). Periods are acceptable.
REQUIRED	7	Birth Date Student's date of birth. Format: MM/DD/YY or MM/DD/YYYY
REQUIRED	8	Gender Code indicating the gender of the student. <div> <u>Code</u> <u>Description</u> F Female M Male </div>

Status	Element Number	Element Description																											
REQUIRED	9	<p>Race or Ethnicity Code indicating the racial or ethnic background of the student.</p> <table> <tr> <th>Code</th><th>Description</th><th></th></tr> <tr> <td>1</td><td>White (Caucasian)</td><td></td></tr> <tr> <td>2</td><td>African American</td><td></td></tr> <tr> <td>3</td><td>Hispanic</td><td><u>All</u> Students of Hispanic/Latino ethnicity must be reported as Hispanic, regardless of their race.</td></tr> <tr> <td>4</td><td>Asian</td><td></td></tr> <tr> <td>5</td><td>American Indian</td><td></td></tr> <tr> <td>6</td><td>Alaska Native</td><td></td></tr> <tr> <td>7</td><td>Two or More Races</td><td>Do <u>not</u> include individuals that have identified themselves as Hispanic/Latino.</td></tr> <tr> <td>8</td><td>Native Hawaiian or Pacific Islander</td><td></td></tr> </table> <p><i>Please see Appendix B for Race/Ethnicity Code clarifications.</i> Note: For ASPI and AMO purposes, American Indian and Alaska Native will be combined and reported as one category (Alaska Native and American Indian) and Asian and Pacific Islander will be combined and reported as one category (Asian and Pacific Islander).</p>	Code	Description		1	White (Caucasian)		2	African American		3	Hispanic	<u>All</u> Students of Hispanic/Latino ethnicity must be reported as Hispanic, regardless of their race.	4	Asian		5	American Indian		6	Alaska Native		7	Two or More Races	Do <u>not</u> include individuals that have identified themselves as Hispanic/Latino.	8	Native Hawaiian or Pacific Islander	
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REQUIRED	10	<p>School Identification Number School code as assigned by EED. The first two digits represent the district number while the last four digits represent the school number. Leading zeros are not required but are acceptable. (Please go to http://education.alaska.gov/Alaskan_Schools/Public/ And click on 2014-15 District and School IDs, under Quick References for school numbers.)</p>																											

Status	Element Number	Element Description
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REQUIRED

11

Student Grade Level

This is a code identifying the grade level of the student.

A leading zero is not required, but is acceptable for Codes 1-9.

<u>Code</u>	<u>Description</u>
KG	Kindergarten
01	First grade
02	Second grade
03	Third grade
04	Fourth grade
05	Fifth grade
06	Sixth grade
07	Seventh grade
08	Eighth grade
09	Ninth grade
10	Tenth grade
11	Eleventh grade
12	Twelfth grade

Note: Students are expected to move up a grade level each school year unless retained or advanced a grade per district policy. EED will perform data quality checks and will contact districts for clarification if significant anomalies are found in the data, such as a group of students “skipping” grades.

Status	Element Number	Element Description																																		
REQUIRED	12	<p>Disability</p> <p>This code is used to identify children with disabilities receiving special education and related services according to an individualized education program (IEP).</p> <p>A leading zero for codes 0-9 is not required.</p> <p>(Codes 02-14) Did this student have an active IEP on the first day of testing and were they receiving related special education services?</p> <table><tr><th>Code</th><th>Description</th></tr><tr><td>00</td><td>Not receiving special education services</td></tr><tr><td>02</td><td>Cognitive Impairment</td></tr><tr><td>03</td><td>Hearing Impaired – Includes Deaf</td></tr><tr><td>04</td><td>Speech or Language Impairments</td></tr><tr><td>05</td><td>Visual Impairments</td></tr><tr><td>06</td><td>Emotional Disturbance</td></tr><tr><td>07</td><td>Orthopedic Impairments</td></tr><tr><td>08</td><td>Other Health Impairments</td></tr><tr><td>09</td><td>Specific Learning Disabilities</td></tr><tr><td>10</td><td>Deaf-Blindness</td></tr><tr><td>11</td><td>Multiple Disabilities</td></tr><tr><td>12</td><td>Autism</td></tr><tr><td>13</td><td>Traumatic Brain Injury</td></tr><tr><td>14</td><td>Developmentally Delayed</td></tr><tr><td>15</td><td>Student was receiving special education services at time of SBA testing last year, but no longer qualifies for special education services at time of testing this year. <i>See Appendix D for additional clarification.</i></td></tr><tr><td>16</td><td>Student was reported with disability code 15 last year. <i>See Appendix D for additional clarification.</i></td></tr></table>	Code	Description	00	Not receiving special education services	02	Cognitive Impairment	03	Hearing Impaired – Includes Deaf	04	Speech or Language Impairments	05	Visual Impairments	06	Emotional Disturbance	07	Orthopedic Impairments	08	Other Health Impairments	09	Specific Learning Disabilities	10	Deaf-Blindness	11	Multiple Disabilities	12	Autism	13	Traumatic Brain Injury	14	Developmentally Delayed	15	Student was receiving special education services at time of SBA testing last year, but no longer qualifies for special education services at time of testing this year. <i>See Appendix D for additional clarification.</i>	16	Student was reported with disability code 15 last year. <i>See Appendix D for additional clarification.</i>
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Status	Element Number	Element Description												
REQUIRED	13	<p>LEP Status</p> <p>Indicate whether or not the student has been identified as a Limited English Proficient (LEP) student by using the codes below.</p> <p>Students with codes of L1 or LP are current LEP students (LEP = “Yes”). Students with codes of M1 or M2 are <i>former</i> LEP students. Students with a code of X are not considered LEP students. <i>Only students with codes of L1 or LP are eligible to receive accommodations for LEP students on the AMP/SBAs.</i></p> <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>L1</td><td>First year of identification as an LEP student. Student meets definition of LEP scored at some point below the proficient level on state-approved assessment (either an identification assessment and/or the annual ELP assessment).</td></tr><tr><td>LP</td><td>Student has been identified as LEP in a previous school year and has not yet scored proficient on the state-approved assessment of English language proficiency.</td></tr><tr><td>M1</td><td>First year of monitoring for former LEP student. The student should have had a code of LT at the end of the previous school year in the Summer OASIS data submission.</td></tr><tr><td>M2</td><td>Second year of monitoring for a former LEP student. Student should have had a code of M1 in the previous school year.</td></tr><tr><td>X</td><td>Not identified or considered to be an LEP student. (Includes former LEP students that have completed two years in monitoring status.)</td></tr></table> <p>Note: Code LT is used to identify an LEP student who has scored at the proficient level on the state-approved assessment of English language proficiency during the current school year. Code LT is valid in the Summer OASIS, but not in the Participation Rate data collection because student results from the ELP assessment are not yet available.</p>	<u>Code</u>	<u>Description</u>	L1	First year of identification as an LEP student. Student meets definition of LEP scored at some point below the proficient level on state-approved assessment (either an identification assessment and/or the annual ELP assessment).	LP	Student has been identified as LEP in a previous school year and has not yet scored proficient on the state-approved assessment of English language proficiency.	M1	First year of monitoring for former LEP student. The student should have had a code of LT at the end of the previous school year in the Summer OASIS data submission.	M2	Second year of monitoring for a former LEP student. Student should have had a code of M1 in the previous school year.	X	Not identified or considered to be an LEP student. (Includes former LEP students that have completed two years in monitoring status.)
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L1	First year of identification as an LEP student. Student meets definition of LEP scored at some point below the proficient level on state-approved assessment (either an identification assessment and/or the annual ELP assessment).													
LP	Student has been identified as LEP in a previous school year and has not yet scored proficient on the state-approved assessment of English language proficiency.													
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M2	Second year of monitoring for a former LEP student. Student should have had a code of M1 in the previous school year.													
X	Not identified or considered to be an LEP student. (Includes former LEP students that have completed two years in monitoring status.)													
REQUIRED	14	<p>Economically Disadvantaged (Low-Income)</p> <p>This identifies students that are eligible for free or reduced-price school meals under the department's Alaska Income Eligibility Guidelines for Free and Reduced Meals program, adopted by reference in 4 AAC 06.802.</p> <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>Y</td><td>Yes, this student is economically disadvantaged (low-income).</td></tr><tr><td>N</td><td>No, this student is not economically disadvantaged (low-income).</td></tr></table> <p><i>Please see Appendix I for clarification on how to identify economically disadvantaged students if the student's school does not provide free or reduced price lunch.</i></p>	<u>Code</u>	<u>Description</u>	Y	Yes, this student is economically disadvantaged (low-income).	N	No, this student is not economically disadvantaged (low-income).						
<u>Code</u>	<u>Description</u>													
Y	Yes, this student is economically disadvantaged (low-income).													
N	No, this student is not economically disadvantaged (low-income).													

Status	Element Number	Element Description						
REQUIRED	15	<p>Migrant (Title IC) This indicates whether or not the student has been certified as an eligible migrant student through the migrant student identification and recruitment process. Include all eligible migrant students whether or not the students received services from the migrant program.</p> <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>Y</td><td>Yes, this student is certified as an eligible migrant student</td></tr><tr><td>N</td><td>No, this student is not certified as an eligible migrant student</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student is certified as an eligible migrant student	N	No, this student is not certified as an eligible migrant student
<u>Code</u>	<u>Description</u>							
Y	Yes, this student is certified as an eligible migrant student							
N	No, this student is not certified as an eligible migrant student							
REQUIRED	16	<p>Active Duty Parent/Guardian This identifies whether the student has a parent/guardian on active duty in any branch of the uniformed services of the United States, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force. <i>Please see Appendix I for more information.</i></p> <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>Y</td><td>Yes, this student has a parent/guardian on active duty.</td></tr><tr><td>N</td><td>No, this student does not have a parent/guardian on active duty.</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student has a parent/guardian on active duty.	N	No, this student does not have a parent/guardian on active duty.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student has a parent/guardian on active duty.							
N	No, this student does not have a parent/guardian on active duty.							
OPTIONAL	17	<p>Group Name This is a group name used to group students for AMP or Alternate Assessment reporting, i.e., class, teacher, house, grade, etc.</p> <p>Note: Do not include commas.</p>						
CONDITIONAL	18	<p>Alternate Assessment Please indicate "Yes" for any student that has been identified as participating in the alternate assessment for English Language Arts or Math in grades 3 through 10 or has been identified to participate in the alternate assessment for Science in grades 4, 8, and 10.</p> <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>Y</td><td>Yes, this student is an alternate assessment student.</td></tr><tr><td>N</td><td>No, this student is not an alternate assessment student.</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student is an alternate assessment student.	N	No, this student is not an alternate assessment student.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student is an alternate assessment student.							
N	No, this student is not an alternate assessment student.							

Status	Element Number	Element Description						
CONDITIONAL	19	<p>FTE (Full-Time Equivalent) > 0.25 This identifies whether the student's enrollment status is greater than 0.25 FTE. <i>Please see Appendix I for more information.</i></p> <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>Y</td><td>Student is enrolled in school greater than 0.25 FTE</td></tr><tr><td>N</td><td>Student is not enrolled in school greater than 0.25 FTE</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Student is enrolled in school greater than 0.25 FTE	N	Student is not enrolled in school greater than 0.25 FTE
<u>Code</u>	<u>Description</u>							
Y	Student is enrolled in school greater than 0.25 FTE							
N	Student is not enrolled in school greater than 0.25 FTE							
CONDITIONAL	20	<p>FAY – SCHOOL Identify students that were enrolled in the school for the Full Academic Year (FAY). FAY students were continuously enrolled in that school from 10/01/14 through 03/30/15. This indicator is used for identification of FAY students when calculating Annual Measurable Objectives (AMO) for your school.</p> <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>Y</td><td>Yes, this student was enrolled in the school FAY</td></tr><tr><td>N</td><td>No, this student was not enrolled in the school FAY</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student was enrolled in the school FAY	N	No, this student was not enrolled in the school FAY
<u>Code</u>	<u>Description</u>							
Y	Yes, this student was enrolled in the school FAY							
N	No, this student was not enrolled in the school FAY							
CONDITIONAL	21	<p>FAY – DISTRICT Identify students that were enrolled in the district for the Full Academic Year (FAY). FAY students were continuously enrolled in the district from 10/01/14 through 03/30/15. This indicator is used for identification of FAY students when calculating Annual Measurable Objectives (AMO) for your district.</p> <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>Y</td><td>Yes, this student was enrolled in the district FAY</td></tr><tr><td>N</td><td>No, this student was not enrolled in the district FAY</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student was enrolled in the district FAY	N	No, this student was not enrolled in the district FAY
<u>Code</u>	<u>Description</u>							
Y	Yes, this student was enrolled in the district FAY							
N	No, this student was not enrolled in the district FAY							
CONDITIONAL	22	<p>Recently Arrived-LEP: Exclude from English Language Arts Participation To be included the student must be a RA-LEP student and must qualify as an LEP pupil under 4 AAC 34.090(2). Student must take the English Language Proficiency assessment. <i>Please review Appendix C.</i></p> <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>Y</td><td>Yes, exclude this RA-LEP student from English Language Arts Participation.</td></tr><tr><td>N</td><td>No, do not exclude this student from English Language Arts Participation.</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Yes, exclude this RA-LEP student from English Language Arts Participation.	N	No, do not exclude this student from English Language Arts Participation.
<u>Code</u>	<u>Description</u>							
Y	Yes, exclude this RA-LEP student from English Language Arts Participation.							
N	No, do not exclude this student from English Language Arts Participation.							

Status	Element Number	Element Description						
CONDITIONAL	23	<p>Recently Arrived-LEP: Exclude from English Language Arts Performance</p> <p>To be included the student must be a RA-LEP student and must qualify as an LEP pupil under 4 AAC 34.090(2). <i>Please review Appendix C.</i></p> <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>Y</td><td>Yes, exclude this RA-LEP student from English Language Arts Performance.</td></tr><tr><td>N</td><td>No, do not exclude this student from English Language Arts Performance.</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Yes, exclude this RA-LEP student from English Language Arts Performance.	N	No, do not exclude this student from English Language Arts Performance.
<u>Code</u>	<u>Description</u>							
Y	Yes, exclude this RA-LEP student from English Language Arts Performance.							
N	No, do not exclude this student from English Language Arts Performance.							
CONDITIONAL	24	<p>Recently Arrived-LEP: Exclude from Mathematics Performance</p> <p>To be included the student must be a RA-LEP student and must qualify as an LEP pupil under 4 AAC 34.090(2) <i>Please review Appendix C.</i></p> <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>Y</td><td>Yes, exclude this RA-LEP student from Mathematics Performance.</td></tr><tr><td>N</td><td>No, do not exclude this student from Mathematics Performance.</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Yes, exclude this RA-LEP student from Mathematics Performance.	N	No, do not exclude this student from Mathematics Performance.
<u>Code</u>	<u>Description</u>							
Y	Yes, exclude this RA-LEP student from Mathematics Performance.							
N	No, do not exclude this student from Mathematics Performance.							
CONDITIONAL	25	<p>English Language Arts Teacher of Record: Alaska Teacher Identifier (ATI)</p> <p>This is the unique Alaska Teacher Identifier for the certified teacher who has been assigned the primary responsibility for the instruction and assessment of the student in the area of English Language Arts.</p> <p>All Alaska certified teachers have been assigned unique numbers or Alaska Teacher Identifiers (ATI) by the Teacher Certification Office. This will be used to link student (Grades 3-10) and Teacher of Record for English Language Arts.</p> <table><tr><th><u>Example</u></th><th><u>Description</u></th></tr><tr><td>999999</td><td>Leading zeros are no longer required but are acceptable.</td></tr></table>	<u>Example</u>	<u>Description</u>	999999	Leading zeros are no longer required but are acceptable.		
<u>Example</u>	<u>Description</u>							
999999	Leading zeros are no longer required but are acceptable.							
CONDITIONAL	26	<p>Mathematics Teacher of Record: Alaska Teacher Identifier (ATI)</p> <p>This is the unique Alaska Teacher Identifier for the certified teacher who has been assigned the primary responsibility for the instruction and assessment of the student in the area of mathematics.</p> <p>All Alaska certified teachers have been assigned unique numbers or Alaska Teacher Identifiers (ATI) by the Teacher Certification Office. This will be used to link student (Grades 3-10) and Teacher of Record for Mathematics.</p> <table><tr><th><u>Example</u></th><th><u>Description</u></th></tr><tr><td>999999</td><td>Leading zeros are no longer required but are acceptable.</td></tr></table>	<u>Example</u>	<u>Description</u>	999999	Leading zeros are no longer required but are acceptable.		
<u>Example</u>	<u>Description</u>							
999999	Leading zeros are no longer required but are acceptable.							

Status	Element Number	Element Description
CONDITIONAL	27	<p>Science Teacher of Record: Alaska Teacher Identifier (ATI)</p> <p>This is the unique Alaska Teacher Identifier for the certified teacher who has been assigned the primary responsible for the instruction and assessment of the student in the area of science.</p> <p>All Alaska certified teachers have been assigned unique numbers or Alaska Teacher Identifiers (ATI) by the Teacher Certification Office. This will be used to link student (Grades 4, 8, 10) and Teacher of Record for Science.</p> <p><u>Example</u> <u>Description</u></p> <p>999999 Leading zeros are no longer required but are acceptable.</p> <p>Note: The ATI can also be found through the department's teacher inquiry site located at http://education.alaska.gov/TeacherCertification/DistrictSearch/DistrictLogin.html. See Appendix H for instructions.</p>
OPTIONAL	28	<p>Notes Field</p> <p>Districts may use this optional field to make notes about data entered in the record to explain any special circumstances that should receive consideration.</p>

Appendix A: 4 AAC 07.060 – Student records

(a) Each district shall maintain for each student a cumulative record consisting, at a minimum, of the following:

- (1) subjects student has taken;
- (2) grades earned and an explanation of the grading system used;
- (3) units of credit earned;
- (4) attendance records;
- (5) scores student has recorded on standard tests taken;
- (6) records of required immunizations and physical examinations and other health-related matters required by state law or district policy or bylaws; and
- (7) beginning August 31, 2002, a unique 10-digit individual student identification number issued by the department; the student identification number must appear in each electronic record containing student-level information that is reported to the department; the student identification number must appear on each student examination booklet administered under 4 AAC 06.712, 4 AAC 06.737, and 4 AAC 06.755.

(b) All district policies and practices with respect to student records must conform to current and appropriate state and federal laws and regulations.

Appendix B: Race/Ethnicity Descriptions and Guidance

Sources: <http://nces.ed.gov/ipeds/glossary/?charindex=R>
National Center for Education Statistics – U.S. Department of Education
Office of Educational Research and Improvement

4 AAC 06.830. Subgroups

4 AAC 06.899. Definitions

Race/Ethnicity Definitions

<u>Code</u>	<u>Description</u>	<u>Definition</u>
1	White (Caucasian)	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
2	African American	A person having origins in any of the black racial groups of Africa.
3	Hispanic	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
4	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
5	American Indian	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. Please do not include Alaska Native students.
6	Alaska Native	A person who is a descendant of a member of the aboriginal races inhabiting the state when annexed to the United States, or who is a descendant of an Indian or Eskimo who, since the year 1867 and prior to June 30, 1952, migrated into the state from Canada, and who is a descendant having at least one-quarter blood derived from these ancestors.
7	Two or More Races	A student who primarily identifies their ethnic heritage with more than one subgroup. Do not include individuals that have identified themselves as Hispanic/Latino.
8	Native Hawaiian or Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Race/Ethnicity Codes – EED Guidance

Beginning July 1, 2010, school districts nationwide will be required to collect, retain, and report student level ethnicity data as prescribed by the U.S. Department of Education guidance published in the Federal Register October 19, 2007.

Educational institutions and other recipients will be required to collect racial and ethnic data using a two part question on the educational institutions' or other recipient's survey instrument. The first question would be whether their respondent is Hispanic/Latino. The second question would ask the respondent to select one or more races from the following racial groups

The information listed below is to provide guidance to the districts. Beginning with Fall OASIS collection 2010-2011, this change will be reflected in the EED data collections.

Second public comment period closed 09/21/2006
USED guidance released in early June

1. Collecting data
 - a. Two questions
 - i. Are you Hispanic or Latino? Yes/No
 - ii. Select races that you wish to identify with:
 1. African American
 2. American Indian/Alaska Native
 3. Asian
 4. Caucasian
 5. Native Hawaiian/Pacific Islander
 - b. Individual can check all that apply – “self-identification”
 - c. Encourage the opportunity to “re-identify” - change existing codes
 - d. Retain the individual records for future enforcement purposes - OCR
2. Reporting Data
 - a. Reporting Codes
 - i. African American
 - ii. American Indian/Alaska Native
 - iii. Asian
 - iv. Caucasian
 - v. Hispanic
 - vi. Native Hawaiian/Pacific Islander
 - vii. Two or more races
 - b. If Hispanic AND other race = Hispanic
 - i. (example: Caucasian + Hispanic = Hispanic)
 - c. Any other multiple identification, excluding Hispanic, coded as Two or More Races (example: African American + Asian = Two or more races)
 - d. If race/ethnicity is not chosen, “user identification” is employed – the person responsible for reporting chooses codes
 - e. Does not affect AMO subgroups as those are negotiated with the U.S. Department of Education in the state accountability plans

Appendix C: Recently Arrived LEP Students

Students formally known as FYI students (First Year Immigrants) in our Participation Rate collections, will now be referred to as **Recently Arrived - LEP students or RA-LEP**.

Under new flexibility provided by the United States Department of Education, and announced by Secretary Rod Paige on February 19, 2004, states may exclude performance scores of first year immigrant students in the mathematics and reading/language arts assessment results. States have the option of not giving the content reading/language arts assessments to, first year immigrants, and only having the students take the English Language Proficiency exam.

If a district enrolls a student who qualifies as an LEP pupil under 4 AAC 34.090(2), and who is new to the United States, and first enrolls in a school in the United States after the previous school year administration of the state standards-based assessment under 4 AAC 06.710(2), the district may excuse the student from participation in the state assessment in reading and writing; and elect not to include the student's performance in any state assessments as part of measures of school and district accountability.

If a school excuses a new immigrant student from participation in English Language Arts assessments they must have the student participate in statewide English language proficiency assessments.

4 AAC 06.820. Participation

(f) Notwithstanding any provision in this chapter, if a district enrolls a student who qualifies as a limited English proficient pupil under 4 AAC 34.090(2), and who first enrolls in a school in the United States after the previous school year administration of the state standards-based assessments under 4 AAC 06.737, the district may

(1) excuse the student from participation in the state assessments in reading or writing;

and

(2) elect not to include the student's score in any state assessment as part of measures of school and district accountability under 4 AAC 06.800 – 4 AAC 06.899, including measurements of participation and graduation rates, attainment of an annual measurable objective, and inclusion in the Alaska school performance index.

Definitions:

An "immigrant child" is one who is not born in any state in the United States of America.

A "Limited English Proficient (LEP)" student is one who is determined to be LEP based on the local assessment required under 4 AAC 34.055(c) to determine if the student is limited English proficient.

Appendix D: Disability Categories 15 & 16

Notes:

Disability codes 15 and 16 are only used in the Participation Rate File and will not be accepted in other data collections.

These codes are optional and using them may affect Annual Measurable Objectives (AMO).

We recommend that you do not overwrite disability code with 15 or 16 in your student management system since you will need to access the former disability code for the Summer OASIS collection.

When calculating AMOs, Alaska has been approved to include students who were **formerly** receiving special education services in the students with disabilities subgroup for two years after they no longer qualify for special education services. Disability codes 15 and 16 allow us to identify these students

The use of codes 15 and 16 is optional, but districts may not “cherry pick” students to report. Districts must decide to identify all code 15 and 16 students or no code 15 and 16 students. When making these determinations districts should take the following into consideration:

- The proficiency rate for code 15 and 16 students as a whole is higher than the proficiency rate for students with disabilities as a whole. This means that in many cases, by identifying the code 15 and 16 students, your students with disabilities proficiency rate will increase.
- If your district has fewer than five FAY (Full academic year) students with disabilities in grades 3-10 on the first day of testing, the students with disabilities subgroup will fall below the minimum *n* size and will be reported with N/As for AMO determinations. You may want to keep this in mind when determining whether your district will or will not identify the code 15 and 16 students. If you choose to identify the code 15 and 16 students, they will be included in the minimum *n* counts.

Code 15 should be used to identify students who were receiving special education services at the time of SBA testing last year (was reported with a disability code of 2-14 in the participation rate file last year), but who no longer qualify for special education at the time of AMP testing this year (does not have a disability code of 2-14). Note: If a 3rd grade student was receiving special education services at testing time last year, but are no longer receiving services this year they should be coded as 15 even though they were not in an assessed grade last year.

Code 16 should be used to identify any student who was reported (or should have been reported) as a code 15 last year who still does not qualify for special education services at time of AMP testing this year. If this student does not qualify for special education services next year, they would be reported with a disability code of 00 in that participation rate file.

Appendix E: State Report Manager (SRM) Record Layout

The table below represents the field names that are needed in the header to submit the Participation Rate Data file through the State Report Manager (SRM). Each field must be used exactly as presented below. Any substitutions, changes, or deletions will stop processing of your data file. The error message that results in SRM is: "One or more required fields are missing" (error #67000). This header with data must be submitted as a .CSV or .TXT file through the SRM portal (see Appendix F for detailed directions).

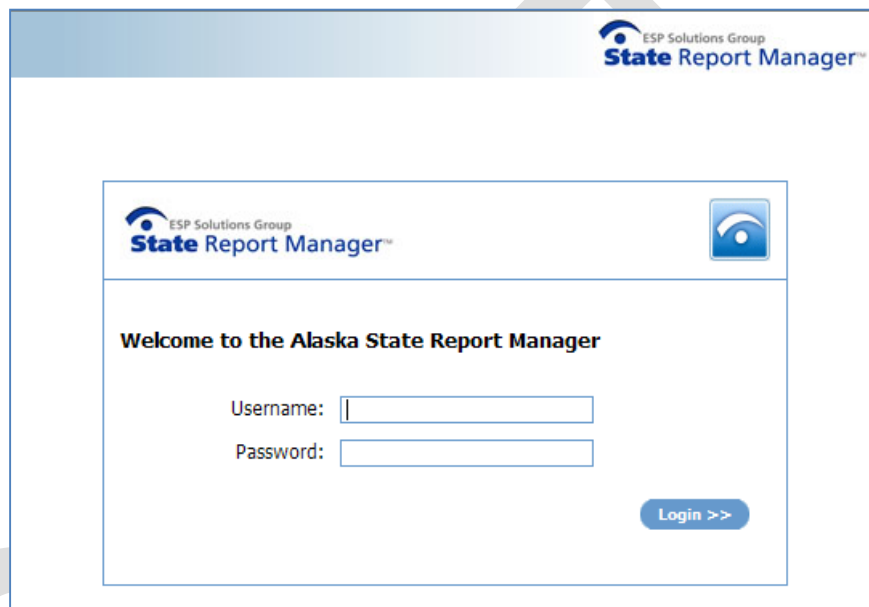
This header in excel format can also be found on the EED Forms and Grants website (see link below). Place OASIS in the **Search by Form Title Keyword:** field. The excel form will be called "2015 Participation Rate Column Heading Template (OASIS)."

<http://www.eed.alaska.gov/forms/home.cfm>

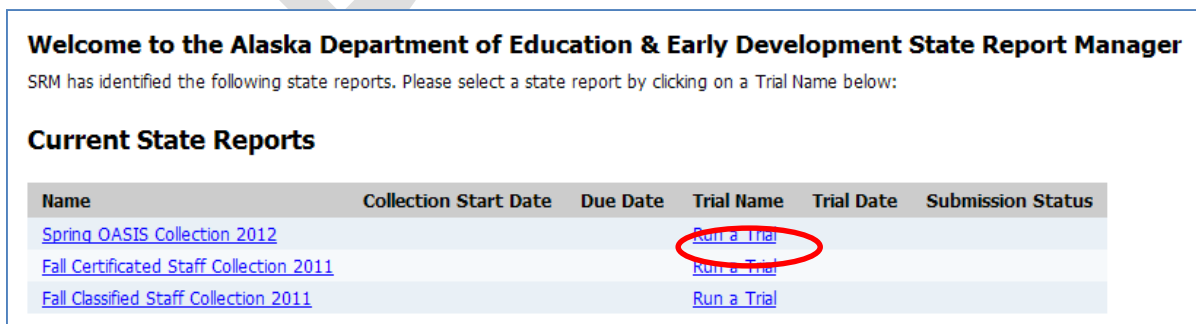
Field Name	Element Number	Element Description	Type	Max Length	Status
AKSID	1	Alaska Student Identification Number	Number	10	Required
LocalID	2	District Student Identification Number	Number	15	Optional
LastName	3	Student Name - Last	Text	35	Required
FirstName	4	Student Name - First	Text	35	Required
MiddleName	5	Student Name - Middle (or Middle Initial)	Text	35	Optional
Suffix	6	Name Suffix	Text	8	Optional
BirthDate	7	Birth date	Date/Time	10	Required
Gender	8	Gender	Text	1	Required
Race	9	Race or Ethnicity	Text	1	Required
SchoolID	10	School Identification Number	Number	6	Required
Grade	11	Student Grade Level	Text	2	Required
Disability	12	Disability	Number	2	Required
LEPStatus	13	LEP Status	Text	2	Required
EconDisadv	14	Economically Disadvantaged (Low Income)	Text	1	Required
Migrant	15	Migrant (Title IC)	Text	1	Required
ActiveDuty	16	Active Duty Parent/Guardian	Text	1	Required
Group	17	Group Name	Text	30	Optional
AltAssess	18	Alternate Assessment	Text	1	Conditional
FTE	19	Identifies whether a student is greater than 0.25 FTE (full-time equivalency)	Text	1	Conditional
FAYSchool	20	FAY – School	Text	1	Conditional
FAYDistrict	21	FAY – District	Text	1	Conditional
RA_LEP_ExELAPart	22	Recently Arrived LEP – Exclude from English Language Arts Participation	Text	1	Conditional
RA_LEP_ExELAPerf	23	Recently Arrived LEP – Exclude from English Language Arts Performance	Text	1	Conditional
RA_LEP_ExMaPerf	24	Recently Arrived LEP - Exclude from Mathematics Performance	Text	1	Conditional
ELA_ATI	25	English Language Arts Teacher Alaska Teacher Identifier (ATI)	Number	6	Conditional
Math_ATI	26	Math Teacher Alaska Teacher Identifier (ATI)	Number	6	Conditional
Science_ATI	27	Science Teacher Alaska Teacher Identifier (ATI)	Number	6	Conditional
Notes	28	Notes Field	Text	35	Optional

Appendix F: State Report Manager (SRM) System Submission Process

- 1) Enter the SRM site at the following URL: <https://srm.eed.state.ak.us/srm>.
- 2) Enter the Username and Password, then click on **Login >>**. If not already assigned, a Username or Password may be obtained by contacting Heather Kahklen at heather.kahklen@alaska.gov or (907) 465-8724.

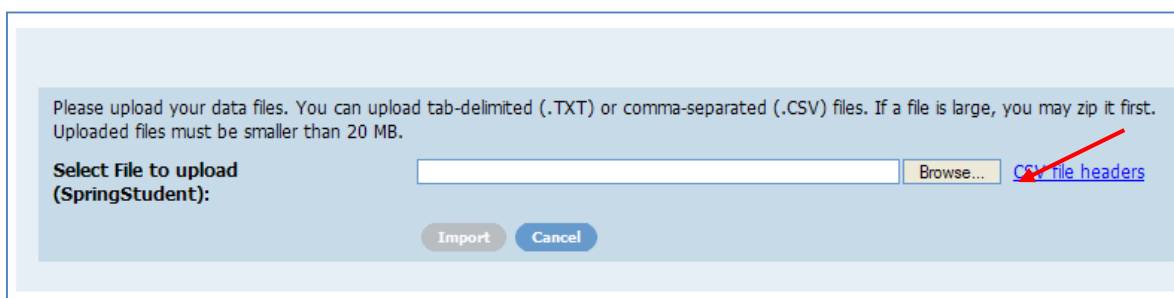


- 3) Select the data collection being submitted. The data file format must be either a tab-delimited (.TXT) or comma-separated (.CSV) text file. If the file is larger than 20 MB, compress the file to a zip archive before submitting to SRM. Once a data file has been prepared for submission, click on **Run a Trial**.



Name	Collection Start Date	Due Date	Trial Name	Trial Date	Submission Status
Spring OASIS Collection 2012			Run a Trial		
Fall Certificated Staff Collection 2011			Run a Trial		
Fall Classified Staff Collection 2011			Run a Trial		

To load a file, click the **Browse** button.

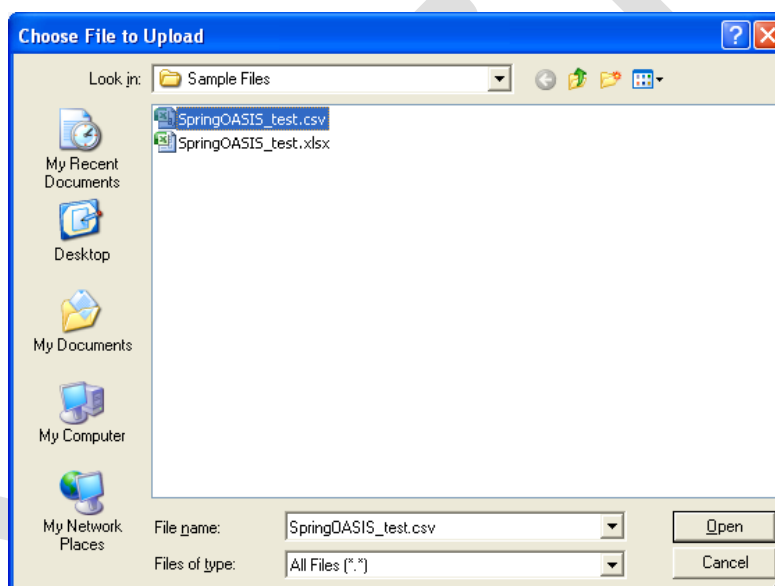


Please upload your data files. You can upload tab-delimited (.TXT) or comma-separated (.CSV) files. If a file is large, you may zip it first. Uploaded files must be smaller than 20 MB.

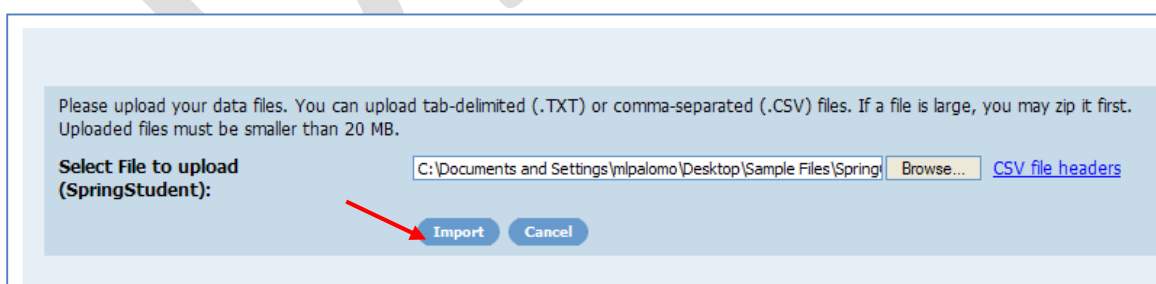
Select File to upload (SpringStudent): [Browse...](#) [CSV file headers](#)

[Import](#) [Cancel](#)

4) Find and select the file to upload then, click **Open**.



Once the correct data file is selected, click on **Import**.



Please upload your data files. You can upload tab-delimited (.TXT) or comma-separated (.CSV) files. If a file is large, you may zip it first. Uploaded files must be smaller than 20 MB.

Select File to upload (SpringStudent): [Browse...](#) [CSV file headers](#)

[Import](#) [Cancel](#)

The selected file is now uploading.

Home > District 18 > Spring OASIS Collection 2012

[New Trial](#)

Latest Trial

Created: **processing...**

Executing Spring OASIS Student Rules

Submitted: This state report has not yet been sent to the State.

- 5) When the file uploads and data checks are complete, a data summary will appear detailing the number of errors, and warnings, and total records submitted. The data is now ready for review and correction. Click the **Errors** link to review what corrections are required.

Home > District 18 > Spring OASIS Collection 2012

[New Trial](#)


Latest Trial

Created: **01-04-2012 1:09pm**
Last Activity: **Validated at 01-04-2012 1:10pm**

[Save](#) [Download](#) [Revalidate](#) [Send to State](#) [Delete](#)

 [Errors \(83\)](#)
[Warnings \(4\)](#)

 [Records \(9\)](#)

 [Reports](#)

Submitted: This state report has not yet been sent to the State.

Click on **Violation Summary** link to view error report in excel sheet and correct errors in original file and re-submit file.

- 6) Repeat steps until no more errors.
- 7) Once no more errors, click on **Send to State** which should now be highlighted. Certify that your file is accurate by checking the box and click on **Send to State**. Your file is now complete.

Home > District 18 > Send to State

Name:

☒ I certify that this trial is accurate and can be sent to the Alaska Department of Education & Early Development. **This action cannot be revoked.**

[Send to State](#) [Cancel](#)

Appendix G: State Report Manager (SRM) System Validation Rules

Rule ID	Severity	Rule	Detail Message
67000	Error	One or more required fields is missing	The record is missing the required field.
67001	Error	Field Exceeds its Maximum Length	The field exceeds its maximum allowable length.
67100	Error	Reported Alaska Student ID Number is Invalid	The reported Alaska student ID number could not be found in the ASIS ID system. No student has that ID.
67101	Error	State ID, Gender or Birth Date Don't Match ASIS	The gender and/or birth date of the student does not match the student ID system.
67102	Warning	State ID and Name Don't Match ASIS	The first name and/or last name of the student does not match the student ID system.
67201	Warning	Age is outside Expected Range for Grade	The age of the student falls outside the expected bounds.
67202	Warning	Age is outside allowable range for Grade	Age is outside of the allowable range for grade level. Age is as of Sept. 1.
67205	Error	Gender is Invalid	Gender must be M or F.
67206	Error	Race/Ethnicity code is Invalid	The race/ethnicity code must come from the "Race or Ethnicity" option set
67207	Error	School ID is Invalid	The school ID cannot be found in the list of currently open and operating schools.
67208	Error	Grade Level code is Invalid	The grade level code is not in the "Grade Level" option set.
67209	Error	Disability Category is Invalid	The Disability Category code must be one of the options in the option set "Disability Category".
67210	Error	LEP Status is Invalid	The LEP Status code must be in the option set LEP Status
67211	Error	Economically Disadvantaged is Invalid	Economically Disadvantaged must be a Y or N
67212	Error	Migrant is Invalid	Migrant must be a Y or N
67213	Error	Alternate Assessment is invalid	Alternate Assessment – must be a Y or N
67214	Error	FAY District is Invalid	FAY District must be a Y or N
67215	Error	FAY School is Invalid	FAY School must be a Y or N
67216	Error	FTE > 0.25 is invalid	FTE should be Y or N or blank.
67217	Error	Active Duty is invalid.	Active Duty must be a "Y" or "N"
67218	Error	RA_LEP_ExELAPart is invalid	Recently Arrived LEP Exclude English Language Arts Participation must be Y or N

Rule ID	Severity	Rule	Detail Message
67219	Error	RA_LEP_ExELAPerf is invalid	Recently Arrived LEP Exclude English Language Arts Performance must be Y or N
67220	Error	RA_LEP_ExMaPerf is invalid	Recently Arrived LEP Excluded Math Performance must be Y or N
67301	Error	Grade not served by school	The grade level of the student must be within the grades served by the school if the student is not special ed.
67400	Warning	Invalid Name	The name contains one or more characters other than alphabetic characters, period, apostrophe, space, or hyphen.
67401	Error	Birth date format is Invalid	The format for date field must be MM/DD/YYYY or MM/DD/YY. Four digit year is preferred.
67403	Error	Local Student ID contains Invalid Characters	Local student ID can only contain the digits 0-9.
67501	Warning	Open School With No Students	The open school serves at least one of the grades KG-12 but does not have any students.
67502	Warning	Served Grade Without Students	The tested grade is served by the school but there are no reported students for that grade.
67602	Error	User Not Authorized for this School	The logged in User is not authorized to submit data for this school.
67700	Warning	Migrant student but not Free Lunch	The student was flagged as "Is Migrant Eligible" but was not identified as "Is Economically Disadvantaged". Per federal guidance all Migrant eligible students are eligible for free/reduced lunch and therefore economically disadvantaged.
67701	Error	FAY School but not district	Student was identified as attending the school for a full academic year, but was not in the district for a full academic year.
67702	Error	LEP Status of LT	The code LT cannot be used for LEP Status. Student results from ELP assessment are not available for the Spring OASIS file. Students cannot be flagged as testing proficient during the current school year.
67703	Error	Developmentally Delayed Student age 9 or older	Developmentally Delayed student is age 9 or older as of October 1
67704	Error	Alternate Assessment must be Disabled	Student flagged with Alternate Assessment must have disability code 2-14
67706	Error	Group Name Invalid Entry	The group name field cannot have a comma.
67707	Error	LEP Status M1 mismatch	If LEP status is M1, then LEP status is the prior summer OASIS should be LT for this student.
67768	Error	Mismatch with Migrant Student database	When Migrant = Y, student must be in Migrant Student database. When Migrant = N, student must not be in Migrant Student database (in my district).

Rule ID	Severity	Rule	Detail Message
67769	Warning	Mismatch with Migrant Student database	When Migrant = N and student is in Migrant Student database (in somebody else's district).
67801	Error	Alaska Student ID must be Unique	Only 1 record allowed for each ASIS ID. Report the student at the school where they were enrolled on the first day of testing and at the school that will be held accountable for the test results.
67802	Error	Alternate Assessment Required for Grades 03-10	Alternate Assessment is required for grades 03-10.
67803	Error	ATI Not Valid for English Language Arts Teacher	Not a valid ATI
67803	Error	ATI Not Valid for Mathematics Teacher	Not a valid ATI
67803	Error	ATI Not Valid for Science Teacher	Not a valid ATI
67804	Error	ATI Missing for English Language Arts Teacher	English Language Arts Teacher ATI is null; must have a valid ATI associated with student in grade 3-10
67804	Error	ATI Missing for Mathematics Teacher	Mathematics Teacher ATI is null; must have a valid ATI associated with student in grade 3-10
67805	Error	ATI Missing for Science Teacher	Science Teacher ATI is null; must have a valid ATI associated with student in grade 4, 8 or 10
67806	Warning	English Language Arts Teacher Certificate Not Valid or Current	English Language Arts teacher may have an expired certificate or a teaching certificate has not been issued
67806	Warning	Mathematics Teacher Certificate Not Valid or Current	Mathematics teacher may have an expired certificate or a teaching certificate has not been issued
67806	Warning	Science Teacher Certificate Not Valid or Current	Science teacher may have an expired certificate or a teaching certificate has not been issued
67807	Warning	English Language Arts Teacher not reported in last Staffing Collection	ATI reported for English Language Arts Teacher was not included in prior Staffing Data Collection
67807	Warning	Mathematics Teacher not reported in last Staffing Collection	ATI reported for Mathematics Teacher was not included in prior Staffing Data Collection
67807	Warning	Science Teacher not reported in last Staffing Collection	ATI reported for Science Teacher was not included in prior Staffing Data Collection

Rule ID	Severity	Rule	Detail Message
67808	Error	FTE > 0.25 is required grades 03-10	FTE should be Y or N for testing grades 03-10; FTE can be blank only for grades KG-02 or 11-12 (non-testing grades).
67809	Error	RA_LEP_ExELAPart, RA_LEP_ExELAPerf and RA_LEP_ExMaPerf: Required for Grades 03 – 10.	RA_LEP_ExELAPart, RA_LEP_ExELAPerf and RA_LEP_ExMaPerf are required for students in grades 03-10.
67810	Error	FAY School and FAY District Required for Grades 03-10	FAY School and FAY District Required for Grades 03-10.
67811	Error	FAY School Student not Enrolled	The student is listed as FAY School but was not enrolled in this school on Oct 1 per Fall OASIS.
67812	Error	FAY District Student not Enrolled	The student is listed as FAY District but was not enrolled in the district on Oct 1 per Fall OASIS.
67813	Error	RA_LEP_ExELAPart, RA_LEP_ExELAPerf or RA_LEP_ExMaPerf = Y; LEP status must be L1 or LP.	If there is a “Y” in RA_LEP_ExELAPart, RA_LEP_ExELAPerf or RA_LEP_ExMaPerf; there needs to be an L1 or LP in the LEP Column.

Appendix H: Locating an Individual's Alaska Teacher Identifier (ATI)

- 1) Go to the District Entrance of the Teacher Certification Inquiry site located at <http://education.alaska.gov/TeacherCertification/DistrictSearch/DistrictLogin.html>

Employee Search FAQs Districts & Public Schools Contact Us Search EED find

Teacher Certification

State of Alaska > Department of Education & Early Development > Teacher Certification > Teacher Certificate Inquiry

Teacher Certificate Inquiry

Welcome to the Alaska Department of Education & Early Development, Teacher Certification search site.

This is a SECURE website. To enter, type in your username and password, then click the login button.

User Name:

Password:

Login

[FORGOT YOUR PASSWORD?](#)

801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, AK 99811-0500
Telephone: (907) 465-2831 Fax: (907) 465-2441

Contact Teacher Cert:
tcwebmail@alaska.gov

- 2) Enter your district's user name and password. Click the Login button.
 - a. If you do not know your district's user name and password, check with your district's HR department or superintendent's office.
 - b. If neither the district's HR department nor the superintendent's office has access information using the District Entrance of the Teacher Certification Inquiry site, email the Teacher Certification Office at tcwebmail@alaska.gov and request your district's login information. In the body of the email, include your name, position title, the name of your district, and the reason you need access to the District Entrance.

- 3) Once you are logged onto the Teacher Inquiry Site through the District Entrance, enter the teacher's Social Security Number into the first "SSN" field. (Do not search by last and first name as this may provide you with multiple ATIs)

Teacher Certification Search... x

File Edit View Favorites Tools Help

Employee Search FAQs Districts & Public Schools Contact Us Search EED find

Teacher Certification

State of Alaska > Department of Education & Early Development > Teacher Certification > Teacher Certification Search Log Out

Teacher Certificate Inquiry

Welcome to the Alaska Department of Education Teacher's certification search site. This database does not display personal data or other confidential information.

Search using a social security number in the box below (search by name will be ignored):

- SSN: (Must be nine numerical characters only)

OR

Search by name (At least two (2) characters required. - i.e. 'Smith'='sm'):

- Last Name: First Name:

New Applicant Inquiry

- SSN: (Must be nine numerical characters only)

OR

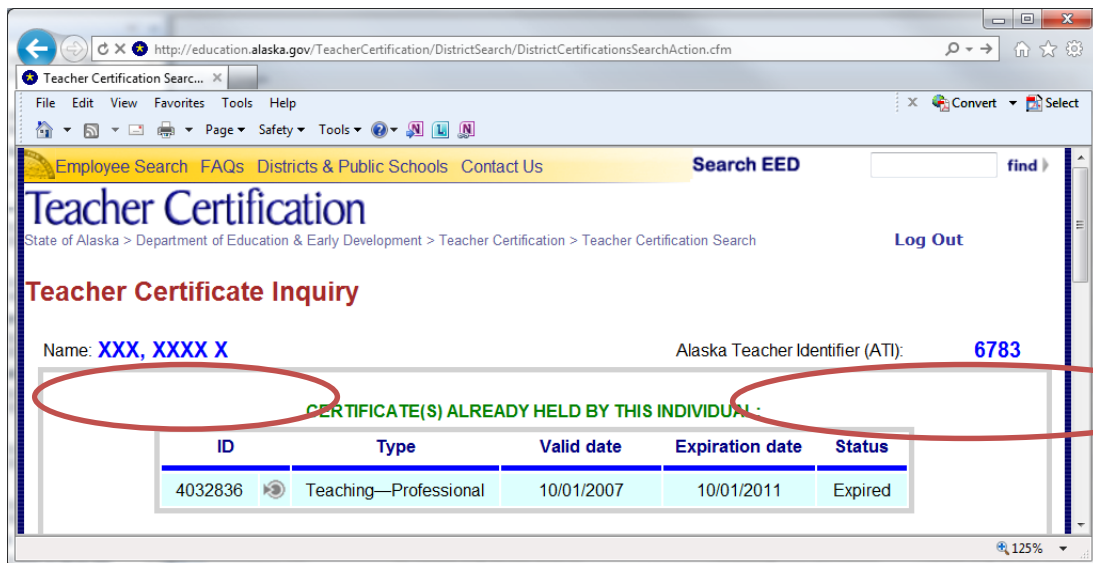
- Last Name: First Name:

(At least 2 characters required for Last Name - i.e. 'Smith'='sm')

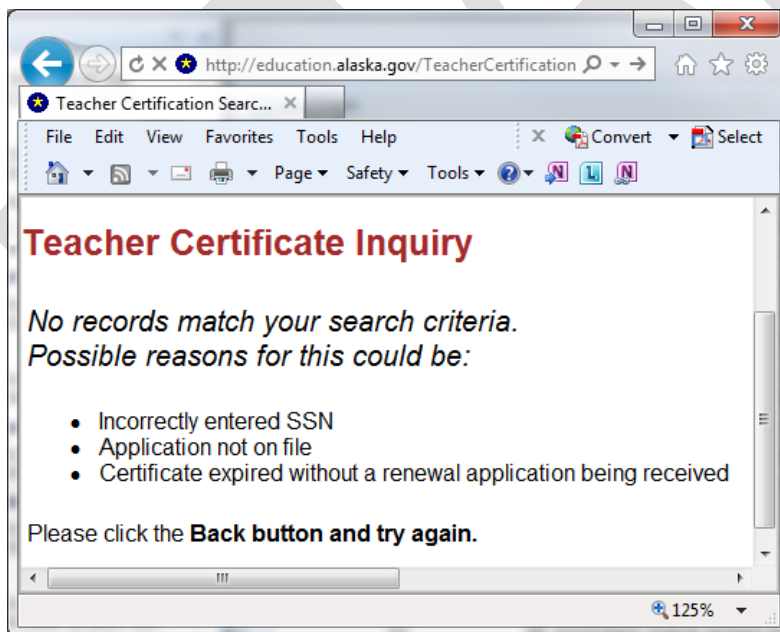
Application Forms - Districts Only Forms

Click on the first search button.

- 4) If the individual has established a file with the Teacher Certification Office, the individual's name and the associated Alaska Teacher Identifier (ATI) will appear. A list of the individual's valid and expired certificates will also be provided.



- 5) If the individual has not established an account with the Teacher Certification Office, you will receive the following error:



If an individual is considered the Teacher of Record for students in your district and does not have a valid Alaska teaching certificate, the district and the individual are out of compliance with 4 AAC 12.300(e). If you have any questions concerning the certification status of an individual, contact the Teacher Certification Office at (907) 465-2831 or tcwebmail@alaska.gov.

Appendix I: Frequently Asked Questions

1. How is FTE (full-time equivalent) defined for Elementary and Secondary?

Elementary

FTE	Description	Defined
1.00	(full-time)	4 contact hours or more in a day
0.75	(3/4 time)	3 hours or more, but less than 4 hours in a day
0.50	(1/2 time)	2 hours or more, but less than 3 hours in a day
0.25	(1/4 time)	Less than 2 hours per day

Secondary

FTE	Description	Defined
1.00	(full-time)	4 Courses (4 Units)
0.75	(3/4 time)	3 Courses (3 Units)
0.50	(1/2 time)	2 Courses (2 Units)
0.25	(1/4 time)	1 Course (1 Unit)

2. Do we need to test students with an FTE of 0.25?

Before it was repealed, 4 AAC 06.805(f) included language stating that students counted as more than 0.25 FTE had to be included in the state assessment (i.e. Standards Based Assessment). This allowed districts to exclude 0.25 FTE students from participation on the state assessment since these students were either dually enrolled in Alaska's public school system (and assessed by the district where the student was enrolled for more than 0.25 FTE) or a non-public school student enrolled solely in a single class, such as band.

With the shift from Adequate Yearly Progress to the Alaska School Performance Index, this language was not carried over into the amended accountability regulations. Without this language in place, districts are now subject to the remaining regulatory language stating that all students must take the spring summative assessment:

4 AAC 06.737. Standards-based test

...Except for students eligible for an alternate assessment under 4 AAC 06.775(b), each district shall administer the standards-based test in reading, writing, and mathematics annually to every student in grades three through ten, and each district shall administer the standards-based test in science annually to every student in grades 4, 8, and 10.

The Alaska Department of Education & Early Development (EED) intends to introduce regulatory language at the March 2015 State Board of Education meeting that, if adopted, would explicitly state that students enrolled at 0.25 FTE will not be subject to participation on the Alaska Measures of Progress (AMP) unless the student receives instruction in a subject and grade level assessed with AMP and/or the SBA. A student counted as 0.25 FTE must be included in the English/language arts, mathematics, or science content-area assessment of AMP (or the SBA) if that student receives instruction in a tested subject and grade level. For example, an 8th grade student with an FTE of 0.25 whose only course is Algebra I must take the Math content assessment of AMP.

With the required period of public comment, though, this prospective regulatory change would be considered for final consideration or adopted in June at the earliest – well past the 2015 AMP test window. This concept will also have to be included in our ESEA waiver renewal and receive approval from the U. S. Department of Education. Therefore, it is extremely important for districts to keep this in mind when scheduling students to take AMP in the spring.

In the past, districts indicated their 0.25 FTE students in the Notes field. This year, we have created a new data element to formalize collection of this information. If the proposed regulatory language is adopted, EED will use the information from this data element to exclude 0.25 FTE students. **Regardless of FTE status, all K-12 students enrolled in your district on the first day of testing (March 30, 2015) must be included in the 2015 Participation Rate file.** This is because the Participation Rate file is used for more than just determining your district's and schools' participation rates.

3. How do districts determine the economically disadvantaged (low-income) status of individual students at schools that do not collect free-lunch applications, or do not collect free-lunch applications annually?

Schools subject to the Community Eligibility Provision (CEP) do not collect meal applications, while Provision 3 schools do not collect applications annually. For CEP and Provision 3 schools that do not collect meal applications, and for schools without a National School Lunch Program, the following students should be coded as economically disadvantaged:

- All directly certified students: TANF, SNAP (food stamps), and foster care
- All categorically eligible students: migrant, runaway, and homeless
- All students identified as low-income through other official means: Title I Sample Survey, meal applications submitted when not required

4. Why do I need to report whether a student has a parent or guardian on active duty?

In 2014, the Legislature amended AS 14.03.120 as part of HB 278. The State Board of Education subsequently amended 4 AAC 06.895(l) and 4 AAC 06.899 creating and defining the subgroup for “students from families on active military duty.” Subgroup-level data for students with a parent/guardian on active duty will now be reported in the annual “Alaska’s Public Schools: A Report Card to the Public” publication drafted by the Department of Education & Early Development, as well as the district- and school-level Report Cards completed and distributed by school districts.

5. What are the uniformed services?

Per 10 U.S.C. § 101(a)(5), the uniformed services of the United States include the armed forces – Army, Navy, Air Force, Marine Corps, and Coast Guard – the commissioned corps of the National Oceanic and Atmospheric Administration, and the commissioned corps of the Public Health Service.

6. What is meant by “active duty” in the Alaska National Guard?

“Active duty” in the Alaska National Guard means the parent/guardian is a reservist in an activated status or in a full-time position.

The time a member of the Alaska National Guard spends in training drills – one weekend a month, two weeks per year – is not considered active duty status.